



CALIFORNIA JOURNAL OF ELEMENTARY EDUCATION

1951

CALIFORNIA JOURNAL OF ELEMENTARY EDUCATION

VOLUME XIX

MAY, 1951

NUMBER 4

The California Journal of Elementary Education is published quarterly in August, November, February, and May by the California State Department of Education. It is distributed without charge to school officials in California primarily concerned with the administration and supervision of elementary education and to institutions engaged in the training of teachers for the elementary school. To others the subscription price is \$1.00 a year; the price for single copies is 30 cents. Subscriptions should be sent to the Bureau of Textbooks and Publications.

Entered as second-class matter September 13, 1932, at the Post Office at Sacramento, California, under the Act of August 24, 1912.



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THE COMMUNITY IS PART OF THE CURRICULUM

NEIL A. THORBURN, *Principal*, and THELMA A. ANDERSON, *Third-Grade Teacher, Maxwell Elementary School, Colusa County*

The utilization of the community in the curriculum is an important aspect of the school-community relationship. Field trips, outside speakers in the classroom, surveys, and work experiences are a few possibilities. Examples have been described frequently in educational literature. In this article two projects are reported briefly to provide for the reader a quick review of sound practice.

AN EIGHTH-GRADE CLASS STUDIES VOCATIONS

The place of a vocational information unit in eighth-grade social studies is being recognized in many school systems. The problem for the teacher is to conduct this unit in a meaningful and interesting way and at the same time advance skill in the three R's.

An eighth-grade teacher in a small town faced such a problem. After examining existing printed material, the teacher decided that the most fertile source of information was not in books but in the citizens of the community as they followed their various vocations. In order to secure the greatest benefit from this source, the teacher considered the following factors:

1. The citizens must be interviewed in such a manner that the children will secure the information best suited to their needs.
2. The vocational information unit must not take too much time. Four weeks was considered the maximum for this project.
3. The unit must be integrated with other phases of school work to give it further meaning and significance.
4. All contacts with the community must lead to greater confidence in the school on the part of the community.

The study unit on vocations was opened with a period devoted to informal discussion of "What would I like to be when I grow up?" The need for information became immediately apparent, and the teacher suggested that the director of the Farm Labor Office be invited to help in the discussion. All agreed and letters of invitation were written. The school supervisor discussed with the Farm Labor Office director several ways in which his visit could be most effective. The director had access to information on all types of employment and so could give a broad picture. During his visit he talked for 15 minutes about occupational opportunities and the services of his office. The class then asked the questions they had prepared ahead of time. The visit left them with an aroused interest in the many types of possible occupations.

The time seemed right for some firsthand observation. Would they like to interview the town's business, professional, and trades people on the job? On school time?

"What a fine idea!"

"But wait! How are we going to conduct such a tour and have something to show for the time spent?" Even the most eager were willing to admit that preparation should be made first.

Several pupils promised to contact citizens in town to see whether they would be willing to take the class on a tour of their establishments. All of them agreed. The teacher then visited each briefly to discuss the purpose and methods of making the trip effective.

Interview techniques were worked out next. Sociodramas proved valuable. The class decided that answers should be secured for the following questions:

1. What are the requirements for the job (especially the educational requirements)?
2. Is the field overcrowded?
3. What is the pay?
4. What are the chances for advancement?
5. What are the advantages of the job?
6. What are the disadvantages?

7. What personal characteristics are most valuable in achieving success?

It was decided to record the interviews in both notes and pictures. The class treasury provided film and flashbulbs.

The survey took place during the regular social studies periods. The class was courteously received and given informative talks. The adults appeared to enjoy talking to the children and were co-operative in posing for pictures. Each had some special point to make. The banker stressed the need for a sound financial basis for personal affairs. The plumber explained the steps involved in becoming a journeyman tradesman. The druggist described professional training and stressed the importance of good grades all through school. A restaurant owner acted as director in making a group of pictures to illustrate proper table-waiting techniques. Stationmaster, warehouse owner, hardware merchant, insurance salesman—all had their say.

The teacher was pleased to hear enthusiastic statements from the townspeople. They showed understanding of the purpose of the study trips. Typical was the druggist's comment: "This is a good idea. Bring the class any time." The insurance salesman in a later conversation said, "You know, no one ever bothered with us this way when we were kids. With a little help of this kind I would be doing now what I really like—meteorology."

After three trips into the local community, teacher and class decided that the field should be widened to the neighboring towns where more occupations were represented. The county seat had lawyers, undertakers, civil servants, and some small industries. The town to the south had an airfield.

The class arrived for interviews in the county seat unannounced. The disadvantages of this soon became apparent. The receptions were not so cordial. Long waits were necessary before the officials were available for interviews, limiting the number that could be held. Despite this, the visits proved profitable.

The trip to the next town was preceded by a period of careful preparation. The several establishments were thoughtfully

selected and notified that they would be visited. Results were realized in well-planned tours that quickly gave a clear picture of each business visited. In the case of the baker this planning paid off in cream puffs. The town's elementary school had been notified of the visit and had extended an invitation to luncheon. The principal agreed to an interview about teaching as a profession. Soon the visiting teacher was in the discussion, to the delight of both the visiting and the host classes.

The class returned, developed and printed their pictures, and prepared booklets and charts about such subjects as "How to Secure a Job," "How to Keep a Job," "How to Wait Table," "Jobs in Our Town," and "Jobs in this County."

The students decided that letters of appreciation were due the many persons who had helped them. The problem of expressing thanks in adequate language and correct form occupied several language-arts periods. An editorial board demanded much rewriting. The students were anxious to produce good letters and all succeeded. The experience marked the end of great resistance to letter writing on the part of several of the boys. It was reasonable to assume that the community's attitude to the school would be influenced by the courtesy and accuracy of the letters received.

The principal discussed the purpose and nature of the project with the editor of the local newspaper and an interesting story was printed featuring the educational advantages of the field trip.

The charts and booklets were placed on display in a neighborhood store. Their preparation had included valuable experiences in art, reading, and language. Skill in working in groups was developed to a marked extent.

The teacher believed that the time devoted to the unit had yielded high educational returns. The pupils had developed sound attitudes toward vocations. They had recognized the need of beginning to think about making a vocational selection. A few boys and girls had made tentative choices. Many realized that their present schooling could have a bearing on their success in a job. The most important outcome was that they had acquired

an interest in the many possible vocations. This interest should help them when they finally make a selection.

The unit yielded valuable by-products. The pupils learned lessons in courtesy. They discovered a new appreciation of and interest in their community. They learned to read with purpose and to write with conviction. Community leaders had acquired a respect for the imagination and efficiency of modern education. Moving into the community was an effective method of introducing these students to the task of selecting a life work.

A THIRD-GRADE CLASS STUDIES MILK

A third-grade teacher in a small town was disturbed to find, in the course of a lesson on adequate breakfasts, that several of her pupils had no realization of the importance of milk and drank it only under compulsion. Fortunately they were willing to talk about it. They listed, under the leadership of the teacher, a series of questions for which they would like to find answers:

1. Why is milk good for us?
2. How much milk should we drink in a day?
3. What do cows eat?
4. Why is a dairy kept so clean?

Next day a few questions were added and then the class discussed methods of getting answers. The suggestions all came from the children, who finally decided to invite a local dairyman to visit the class. The focus of their curiosity had moved from nutrition to the dairy and its problems.

Each one wrote a letter of invitation to the dairyman. A committee selected the best and it was mailed. The teacher telephoned the dairyman to give him further details and to answer any questions he might have about his visit.

The children had been well prepared and they received the dairyman with courtesy, listened to him attentively, and then asked provocative questions. The visitor was impressed with their earnestness and before leaving invited the class to visit his dairy. The pupils showed great enthusiasm for this idea and as

soon as possible after the visit the teacher secured the principal's permission and promise of the school bus for transportation.

The pupils went to work on the planning. They elected a chairman, a vice chairman, and a secretary. They divided the class into three groups. Each concentrated on some phase of dairying. Questions for which the trip should provide answers were listed. Each committee established rules of conduct and elected a monitor to remind any who might be forgetful. The class met as a unit to eliminate duplication of questions and to ensure consistent rules of conduct.

Permission for each pupil to take the study trip was secured from his parents. One mother was invited to go with the group and accepted with pleasure. The teacher realized afterward that more mothers could have attended and would thus have had the opportunity to learn about this method of firsthand education.

During the study trip the teacher and parent simply stood back and watched the groups function. Each had a set of carefully worked out objectives that kept them busy. The rules of conduct were observed and the expedition was characterized by high interest, a work spirit, and good order. The parent who accompanied the group spoke enthusiastically about the courteous conduct and the purposeful learning, showing that the school had won another strong supporter.

A series of activities grew out of the study trip. Each group read material that threw additional light on the questions they were investigating. Many children made drawings and charts of the things they had seen. Pictures were collected and mounted. Film strips were shown. Each group presented reports to the entire class. Letters of thanks were sent to the dairyman and the parent who accompanied the group.

An opportunity to let the community know about study trips and their values came when the school gave a radio program a few weeks later. The third-grade pupils eagerly described the things they had been doing through the various phases of the project. Later comments by parents showed that in this community there was a general understanding of the sound educational value of making the community part of the curriculum.

GUIDELINES FOR ACTION

1. Adults who are to help in the curriculum either in the school or in the field should receive sufficient instruction to enable them to co-operate effectively.
2. The community should understand why the school extends the curriculum to include the community. At parent-teacher association and other club meetings, educators could lead discussions aimed at developing this understanding. Radio and newspapers can be allies in telling the story. Parents and community leaders should be included in both planning and participating in community projects. Not only will the adults profit but they will bring valuable knowledge of resources and how to use them.
3. Community experiences should be integrated with all other phases of the curriculum rather than being conducted as isolated events. Provision must be made for adequate preparation, evaluation, and follow-up.
4. All legal and safety precautions should be covered. Letters of permission should be secured from parents. A first-aid kit should accompany any group leaving the school. The pupils should consider all safety precautions.
5. All opportunities for developing good citizenship and manners should be recognized. Well-written letters of appreciation should be sent to all who help in any way.
6. Interview techniques should be used extensively. This helps to ensure that problems real to the pupils are given consideration.
7. The use of the community in the curriculum should be a pleasant experience for both the pupils and the community representatives. However, at all times the problems to be solved and the questions to be answered should be kept sharply in focus.

CHILDREN SERVE THE LOCAL AND WORLD COMMUNITY

EDITH H. COCHRAN, *Principal, Commodore Sloat Elementary School, San Francisco*

Throughout the war years, teachers and community leaders recognized the vital contributions made by pupils. Today many educators ask these questions: Are we providing opportunities for a continuing program of student service to the local and world community? What significant service projects contribute to the total instructional program of the schools? How can we prepare pupils for participation in service for the good of others and for community betterment?

PUPILS SERVE IN MANY WAYS

In answer to a questionnaire, pupils of one elementary school reported the various ways they have tried to serve their school and community:

- Assisting in after-school playground activities
- Helping as game directors in primary classes
- Working for safety and traffic control
- Helping in school library activities
- Assisting in school cafeteria
- Assisting nurse in school health program
- Working in school garden
- Serving as school office secretaries
- Assisting in operation and care of audio-visual aid equipment
- Setting up stage, auditorium, and assembly rooms for special activities and programs
- Participating in Junior Red Cross activities and approved welfare campaigns
- Practicing good citizenship at all times

Many other examples of pupil service have been reported. Children, with the help of teachers and members of their communities who are experts in other fields, have carried out health, safety, conservation, and intercultural programs that have provided rich learning experiences and also have brought about definite and needed community improvements.

SERVICE FOR SAFETY

Pupil service in safety campaigns has been sponsored by the National Safety Council, the Red Cross Accident Prevention Bureau, and the California State Automobile Association. Through active participation in safety programs, pupils have become concerned about other people's welfare. The following story illustrates this.

Jack, a member of a School Safety Patrol, working to reduce accidents in his neighborhood, brought a challenge to the School Safety Council meeting. Members of the school traffic patrol, a safety chairman from each class, the faculty sponsor, and school principal were present. The police officer stationed at the crossing had been invited too.

"Something must be done about the signals at the crossing in front of our school," said Jack. "I don't want anyone to be hurt while I'm on duty. This is what happens very often: the children start across the street when the signal changes to "Go"; there isn't time for the little ones to get across safely; the signal changes; on come the automobiles!"

Discussion revealed that this problem had disturbed other traffic patrol boys. Officer Reilly was doing a fine job, but safety hazards still existed:

1. Pedestrians found it difficult to cross the wide five-way intersection in front of the school although there were "safety helpers" at the intersection including a police traffic officer, traffic patrol boys, automatic signals, and well-defined pedestrian lanes.
2. The timing of the automatic signals did not permit children to get across the streets on the "Go" signal.

3. Downtown street car, bus, and automobile traffic was at its peak between eight and nine o'clock in the morning. At this time children were coming to school.

Pupils participated in a pupil residence survey and recorded information on a large district map. This graphic picture, showing the number of children who had to cross the highway to reach the school, was used to illustrate safety talks at parents' meetings and at school assemblies. A hall chart suggested "Around the Clock Safety."

Models and diagrams were made suggesting "Safety Town" improvements. Letters were written to request the assistance of the Traffic and Accident Prevention Bureau. The Inspector of Traffic came to the school and discussed the problem with the Safety Council. At the principal's suggestion he surveyed the situation, crossing the highway with the children of primary grades. He saw the hazards and made some recommendations.

The Council found, also, that the safety hazards were increased at dismissal time when students of the neighboring junior high school had to cross the intersection or transfer to a bus. Increased automobile traffic due to parents calling at the school for children and some parents failing to observe traffic rules was another worry. Members of the School Safety Council discussed the situation with the Parent-Teacher Association.

General community awareness of the need for accident prevention was aroused. Pupils, teachers, parents, and Traffic Bureau members welcomed the following changes, brought about by their co-operative effort in education and action for safety:

Improvement of automatic signals, with better timing

Installation of a safety island in the middle of the wide intersection, which permits children to wait in safety when the signals change before crossing is completed

Provision of a safe place for children to wait (safety island) when getting on and off street cars

Designation of one-way streets to reroute traffic caused by parents calling for children

The instruction program in the skills was motivated by purposeful activity in the safety campaign, which required the writing of letters, making of maps, diagrams, and reports. Other outcomes were

Appreciation of the helpers in the community

Understanding of the need for co-operation

Development of a safety consciousness

Satisfaction in helping others

Beginning concept of city planning; what makes a good neighborhood

Understanding that schools should be located in neighborhood centers away from dangerous arterials and busy intersections

Understanding that provision should be made for adequate traffic control, for school deliveries, and for off-street parking

The continued co-operation of parents and children was assured as they realized the need for following the safety procedures outlined by the School Safety Council.

SERVICE FOR CONSERVATION

Children in rural areas have also been guided, through service projects, from their own immediate concerns to the wider concern of community problems. Pupils of the Hillside School, in a rural community, looked at their playground after unusually heavy spring rains. They recognized the need for emergency action. The school garden had been washed away again. Large gullies covered the hillside. The playground was flooded. The old wooden retaining wall had collapsed.

Group thinking and discussion with principal and teachers in classrooms and in student council meetings resulted in the adoption of a plan of action.

At student assembly and parents' meetings, pictures of the school site helped to tell the story. Pictures labeled "Before" showed a hillside with beautiful shrubs and trees. Pictures illustrating "After" showed a bare hillside and what had happened to the school building and grounds on the road below.

A bulletin board of photographs was captioned, "This happened. What can be done about it?" Posters were made. Slogans were selected. Articles were written for the school and local newspapers.

The students looked beyond their school to their community and saw what was happening there. A survey conducted by the pupils extended from the erosion that had brought about their immediate problem to the need for conservation and reforestation in the entire community area. Soil was one of the community's richest assets.

Parents and community leaders were aroused and their co-operation was enlisted. The local radio program featured interviews and roundtable discussions on the subject.

The study of soil conservation became an interesting part of the school's program. Science and arithmetic became more meaningful. Letters were written to request information and to express appreciation. Reports, with graphs and illustrations, were presented at parents' meetings and at community welfare group meetings.

A school nursery was started. Trees and shrubs recommended for school and home planting were studied. Experts in soil conservation and landscaping were welcomed at the school's science club meetings. State and national conservation bulletins were read and sketches were made to suggest school and community improvements.

Information and statistics related to costs of improving school grounds were gathered and submitted to the school board. The school board approved plans for improvements. The pupils' feelings of belonging to and of being helpful members of a group were strengthened. The satisfaction gained through successful experience was reflected in the pupils' sustained efforts to keep their neighborhoods attractive. Students' pride in further landscaping and in the continued maintenance of the school grounds was recognized by community leaders. The school nursery supplied trees and shrubs for school and home planting.

Among other results was the development of new leisure interests and a new concept of conservation emphasizing the need for wise use of the human resources of time and effort.

Evidence was noted of community approval and of deeper understanding on the part of the community of the educational processes going on within the school. Voluntary and active participation in conservation and other community welfare projects gave indication of democracy at work in the community. Student service had related the school to community living.

SERVICE FOR THE WORLD COMMUNITY

The American Red Cross has given fine leadership in providing opportunity for teachers to work more effectively with their students and their communities. Through its service projects, the Junior Red Cross enlists whole-hearted participation in worthwhile activities. These make a vital contribution toward developing a deeper understanding of the local and world community. In addition, the instruction program within the schools is strengthened through purposeful doing.

A group of students who had shown little interest beyond their immediate problems and pleasures was challenged to action when a field representative of the Junior Red Cross, returned recently from Alaska, addressed the school assembly.

Boys and girls, you know the joy of receiving a birthday or a Christmas present. Can you imagine being thrilled at receiving a toothbrush as your present? When Junior Red Cross boxes arrived at the little village of Circle, Alaska, they were distributed to children. Among the articles in these boxes were brightly colored toothbrushes.

Ten and twelve year old children who had never used a toothbrush, surrounded me. Those children were fascinated when I demonstrated how to use a toothbrush. They were delighted to find that one was to be distributed to each child. Each child took his turn carrying a drinking cup of water from the Yukon River. The weather was very cold. That didn't bother them. The first tooth-brushing lesson was a big success. It was fun, too. And so, because of you, filling a Red Cross Box, a new health program was started in a little village in Alaska.

It has been my pleasure, also, to distribute hundreds of gift boxes to children of other lands. There were the village schools on the coast of Brittany and Normandy where children attended schools in unheated temporary buildings. Gift boxes have brought happiness to children ill with tuberculosis because of many years of starvation. Because of your service, I have seen a child's face suddenly break into a smile of joy. This pleasure has been mine but the power to wield such magic is yours.

The student assembly meeting adjourned. One week later, the regular meeting of the school student council convened. When the group was asked for suggestions, Mary could hardly wait. She spoke with enthusiasm, "I have been thinking about our last assembly. We all belong to the Junior Red Cross, but signing the membership roll isn't enough. Ever since the worker from the Red Cross told us about those people who have so little, I have been thinking 'How can we do more?'"

"I heard that sometimes there aren't enough gifts to go around," said one child. "That must be dreadful!"

Bob suggested, "We could send more toys."

"It seems to me that children must know and feel the friendship, the good will that we send with our presents. I always feel better inside when I give than when I take," said another child.

The children discussed ways of serving others. A school Junior Red Cross chairman and a room representative from each class were appointed. A faculty sponsor, answering the principal's call for help, volunteered her services. Plans were made for pupil delegates to attend regional conferences and workshop meetings of the Junior Red Cross. When they reported back to school assemblies, everyone realized there was work to be done. Suggestions made and put into action included service projects for local and community agencies. When Christmas tree decorations and gifts for veterans in hospitals were needed someone asked, "Could we have Hobby Clubs and meet one period a week for Junior Red Cross and other service activities?"

A bulletin for survey of special interests was sent to the homes of pupils, with two detachable forms for replies by parents and pupils.

To Parents and Children of Fourth, Fifth, and Sixth Grades:

From time to time the school is called upon for service and for contributions of handwork for the Junior Red Cross, or other worthy community enterprises. It has been suggested that we arrange one period per week so that all children may participate in a planned program of service and worth-while hobbies.

Very truly yours,

Principal

SPECIAL INTEREST SURVEY FOR ORGANIZATION OF SCHOOL HOBBY
AND SERVICE CLUBS

I. *Purpose*

1. To encourage service and consideration for others in Letterman Hospital, old people's homes, children's hospitals, orphanages, Junior Red Cross
2. To give opportunity for creative expression and for cultural appreciation
3. To provide worthwhile leisure activities and opportunity to apply skills
4. To assist in social adjustment and group living

II. *Plan of procedure*

1. Children may select their special interests
2. Pupils will work under teacher supervision

III. *Special interests and activities*

1. Junior Red Cross service
2. Glee Club (learning songs for community singing)
3. Music appreciation
4. Sewing (making stuffed toys for needy children)
5. Art
 - a. Working with clay
 - b. Working with reed, raffia, and plastics
 - c. Sketching

6. Weaving and knitting
7. Gardening—Planting and caring for school garden
8. Flower arrangement—making indoor gardens
9. Dramatics—presenting plays
10. Folk dancing
11. Handcraft—making useful things for others from inexpensive or free materials: doll furniture, room arrangements from small cardboard boxes, paper doll sets
12. Library—participating in book drives, mending books, writing book reviews
13. Photography—making picture albums and Christmas cards
14. Publishing a school paper, corresponding with children in other lands
15. Science and nature study, conservation

IV. *Club sponsors*—Classroom teachers and parents who volunteer to work with small groups

V. *Time*—2:10 to 3:10 p.m. every Thursday

VI. *How the parent can help*—We shall need a few volunteer instructors. Contributions of the following materials will be helpful:

Remnants of new cloth or oilcloth

Buttons

Remnants of yarn

Clean kapok or cotton for stuffing cloth toys

Small pieces of plywood or other wood suitable for bookends, toys, etc.

Sea shells of any kind or size—hundreds of small and very small shells can be used

Any material suitable for the science museum

Small, clean, tin cans with smooth edges (tuna or sardine type) for cactus and rock arrangements

Empty perfume bottles of clear glass

Small cardboard or wooden boxes, not longer than 6 inches

Small colored pebbles

Small covered jars

Please detach and return:

To the principal from parents who are interested in assisting program of Service and Hobby Clubs:

I am willing to assist in working with a small group of children

in _____.

(Service or Hobby)

Name _____

Phone _____ Address _____

To the children of 4th, 5th and 6th grades: Fill in, and return to the teacher.

To the teacher:

My first choice for a service or hobby club is _____

My second choice is _____

Pupil's Signature _____

Room _____

Teacher's Name _____

Approved _____

Parent's Signature _____

In reply to the bulletin, volunteer offers came from parents who assisted classroom teachers in art, sewing, toy making, and other handcrafts. The Junior Red Cross supplied paper and other materials for toys, wall decorations, favors, and greeting cards. Stamp collecting for veterans in hospitals became another worthwhile hobby that involved sharing.

Interest was maintained by reading letters of acknowledgment, displaying completed work, and giving recognition for service at each assembly program.

Correspondence with children of other lands motivated the social studies, music, art, and language arts activities. Children became genuinely interested in wanting to help others. In helping others they learned better ways of working together.

OTHER STUDENT SERVICE PROJECTS

The splendid service of the Boy Scouts, Girl Scouts, and Campfire Girls has been recognized internationally. UNESCO and CARE service projects are outlined in educational journals.

Channels for service are provided through several other recognized agencies. One of these, the American Friends Service Committee, 1830 Sutter Street, San Francisco, 15, provides suggestions toward building a world community. One news letter of this organization mentions packages of garden seeds sent by American children. Seventy thousand friendship gardens are now growing in Europe.

The Children's Federation, National Headquarters, 1 Madison Avenue, New York, 10, N. Y., sponsors student service to aid needy children in disadvantaged rural areas of the United States and six countries of Europe. The Federation needs help in assisting in the relief, care of health, education, and general welfare of children. Thousands of letters of appreciation tell the hope of children of other lands in building a world of good will.

Bundle Day, in which all children may participate, has been part of many schools' activities. The Children's Federation bulletin, *How to Put on a Public School Bundle Day*, outlines the procedure in a drive for the collection of clothing.

Through correspondence with Pen Pals in other countries, children build bonds of friendly understanding. History and geography become more meaningful, the use of maps is increased, and the art of letter writing gains importance.

SOME GUIDELINES FOR ACTION

Because of the increasing demand by agencies seeking to include the schools in their activities, student service projects originating outside the school should be selected carefully.

In order to avoid interruption in the school program and the unwarranted exploitation of young people, committees for the evaluation and approval of student activities should be established. Such committees have included representatives from all

school levels—elementary, junior and senior high, administrators, and members of parent-teacher associations.

The proposed outside activity should fit into the general sequence of subject matter, content, and related activities, so as to supplement the school's program.

The proposed activity should contribute to the pupils' understanding of the fundamental skills.

The proposed activity should contribute to the pupils' understanding and appreciation of community, state, or national life.

The proposed outside activity must make as valuable a contribution to the students as the planned sequence of learning activities which it would displace or supplement.

The proposed activity should be appropriate to the age group which is to participate. It should provide opportunity for pupil participation in the planning and organization.

The sponsor of activities must be able and ready to assume all extra administrative and clerical burdens in connection with the activity.

Student service projects originating either outside or within the school should be co-operatively planned and guided to successful culmination. Educators realize that children learn the ways of democracy through purposeful and co-operative action.

When students say, "We want to do something for the good of others," a new kind of public relations service is being built, a service to the local and world community.

THE RADIO BRINGS THE SCHOOL CLOSER TO THE COMMUNITY

*GLADYS LATHAM, Chairman, Radio Curriculum Committee,
Sacramento City Unified School District*

Radio has a unique contribution to make in the field of community-school relations. In general, the teacher-parent conference, the planned parent visitation, or community curriculum planning do not reach the working mother, the illiterate parent, and the "nonfunctioning" school parent, so here radio may take over the assignment.

Listening parents may be acquainted with the experiences and learning of the child by means of panels and discussions in which educators, parents, teachers, and community leaders discuss problems of education; or by presentation of actual lessons in the classroom. This is the best substitute for direct planning on the part of the parent.

Some programs have an indirect approach; in this case, a lesson on science, history, social studies, or literature, is prepared on the outside and beamed into the classroom. Here the parent, listening over his radio at home, has a ringside seat in appraising the curriculum.

Other programs have a direct approach and either take the listening audience directly into the classroom while a lesson is in progress or present a panel of educators and community leaders discussing the contents of the curriculum itself and the philosophy of America's schools today. The latter type will be considered here.

HOW A MEDIUM-SIZED CITY MAINTAINS A RADIO PROGRAM

A city with a population of 150,000 has set up an active radio program. The local station approached the administration with an offer of free public service time; the offer was accepted,

and a teacher with speech training and radio training and experience was given the job of co-ordination. A series of programs was outlined. These programs fell into three groups; Public Schools Week, Easter, and Christmas. The Public Schools Week programs were to be visits to classrooms, while Easter and Christmas programs were confined to choral music. All arrangements with the radio station—arrangements for time, music clearance, time of broadcast—were all cleared through the co-ordinator. This gave a central point of contact, preventing conflicting telephone calls.

After consultation with the station program manager, five 15-minute programs were selected from those offered in answer to a request sent out to the schools by the administration. Another technique employed to secure participants was to choose an outstanding teacher and put her and her class on the air with a regular class lesson; a pleasing voice and ability to stand up under demonstration were points considered in teacher and class selection.

The five programs selected are described in the following paragraphs.

1. *A First-Grade Reading Lesson.* The program opened with a conversation between teacher and announcer as to what she was doing and why, the skills and appreciations she was trying to develop, and the methods used. A brief, informal conversation with the pupils about the lesson was followed by the lesson itself. The children used a hand microphone held by the teacher. Each child had his name in large letters pinned on his chest for the convenience of the announcer, who was using a partial script or guide. On a 15-minute show the class broadcast time is thirteen minutes and thirty seconds which gives the announcer one and a half minutes for the introduction and recap at the end.

2. *Dramatization by a Fifth-Grade Science Class.* This dramatization grew out of a science unit: The Sun and Its Family. The dramatization was titled "A Trip to the Moon" and the script was worked out by the children. Part of the setting was the busy airport where the traveler from the moon had just arrived. Many favorable comments on the broadcast were heard.

3. *A Ninth-Grade Spanish Lesson.* The lesson took the form of a dramatization of a visit to a fruit market, followed by a meal in a Spanish restaurant, all conversation being carried on in Spanish. The script presented to the station was turned down because there was no English; "They must know what you are saying, it can't be all Spanish. Why they'd tune you out immediately! Tell 'em what it means." The script was redone, putting in an interpreter who in a soft voice translated each speech; it was then accepted and the show was well received by the listening audience.

4. *A High School Foods Class for Boys and Girls.* This broadcast was a lesson on preparing a nutritious, inexpensive lunch. The food had been prepared and cooked the day before, and served the day of the broadcast. The announcer and the teacher opened the program with a conversation regarding the grade level of the students, the objectives and procedures of the class; this was followed by a brief interview with the students about the planning of the balanced meal, the need to buy inexpensive food with high nutritive value, budgeting, marketing, allotment of time for preparation, and the actual serving of the meal. A traveling microphone was used and the students wore numbers to guide the announcer in the interviews. Many listeners expressed interest in learning how to buy cheap and nutritious foods.

5. *A Corrective Speech Lesson.* Elementary school children put on the broadcast and the program had most gratifying results. The group had a regular lesson, the teacher explaining the reason for each procedure. There was one listening problem: the children were so relaxed that few defects appeared in their speech. However, in the final recording a good picture was drawn of the work being done.

This city has also broadcast a series of discussions in which educators and community leaders discussed current school problems. There were school bonds broadcasts; "opening day of school" program reproduced interviews between the superintendent and pupils entering various grades.

A series of broadcasts was presented in which schools worked with the Youth Services Committee to prepare programs dramatizing school youth activities, student government, clubs, "I'm An American" Day, etc.

This district also broadcasts a series of programs beamed into the classroom. Book Friends, News, Stories for Younger Ele-

mentary School Children, Science for Older Elementary School Children, and California History for fourth through eighth grades are among the programs. The co-ordinator prepares the scripts for the program.

HOW A RURAL COUNTY MAINTAINS A RADIO PROGRAM

A rural county of 12,000 people has demonstrated some interesting possibilities in the use of radio to deepen community understanding of the program of education.

A year ago the teachers in the county formed a professional organization. Committees were established in many departments, one of which was the Public Relations Committee. As the other groups met, their attention turned to the question of public relations. It became apparent that the answer to problems raised by all committees depended on a closer understanding between school and community. Salaries, building programs, released time for teachers, and related problems could be solved only when the community understood the issues involved.

With the opening of the fall term the Public Relations Committee, at the request of the Executive Committee, undertook a comprehensive radio program. The committee was made up of a representative from each of the schools in the county plus a member of the staff of the county superintendent of schools who acted as program director. The director did much of the detailed work, operating all the time under the sponsorship of the Public Relations Committee. He contacted the nearest radio station, which was 25 miles away and in another county. The station manager was willing to give some of his public service time for a weekly series of school programs. The programs were recorded on tape by the county school office representative. Each program was 15 minutes in length.

The over-all objective of the programs was to build closer school-community relations. It was recognized that this would be done only by letting the community understand the problems faced by the school and by getting educators and laymen to think together concerning common problems and by solving them co-operatively.

The first radio program was a panel in which the superintendent of schools, a local parent-teacher association chairman, a school board member, a teacher, and a parent discussed with the program director the possibilities of the forthcoming program series. The program was recorded in the director's office and since it was difficult to get the various members there at the same time because they lived in different parts of the county, the contribution of each was recorded separately and the results were put together on one tape; this procedure involved expenditure of a great deal of time. In developing each person's contribution the director outlined the nature of the total program and objectives, and then with the speaker worked out a script.

A second grade reading lesson was the subject of one program. Two parents visited the school and their questions and comments both before and after the reading lesson pointed up various features of the lesson itself.

Other programs dealt with the health development of students in an elementary school in which a parent visited all the classes, the Social Studies program in Grade 8, an issue of a school newspaper, and a panel by county parent-teacher association officers.

One program that aroused interest was developed by the Business and Professional Women's Club. The group had invited the program director to give a talk on radio but instead of doing that he involved the club in a radio program. He worked with the program and education chairman and together they decided to build a program of four parts around the club's service to children and youth:

1. One group discussed the nature of the club and its service objective
2. The second group discussed their co-operative service in developing better community environment
3. Another group showed the club's direct service to youth
4. The last showed further services to children and youth the club might undertake.

On the evening of the meeting the supervisor came with four tape recorders, three of which he had borrowed from neighboring schools. He set up two blankets in the form of a V and placed a good microphone in the apex of this, ready for the final recording that was to be used on the radio. Rubber mats were put on the floor to silence the sound of walking. He then spent half an hour discussing the background of the programs, their objectives, the use of the tape recorders in broadcasting, and some of the more general broadcasting techniques that lead to successful programs. The nature and possibilities of the program to be recorded that evening were discussed and four chairmen appointed. Twenty members were present.

The chairmen and their assigned groups retired to the four corners of the room where they planned their brief contributions. The supervisor moved from group to group, co-ordinating, offering suggestions, and raising new possibilities. As each group finished writing, the members "practiced" with the tape recorder. The experience of hearing themselves speak afforded opportunity to make any changes in script or technique that proved desirable. When all had had some practice, they lined up in the prearranged order of appearance and the recording went through without a hitch. The members derived both satisfaction and enjoyment from the evening's activity and felt that they had done a commendable job, which indeed they had. The entire process required about two hours. Everyone present had participated. Said the president, "Education in this county made twenty friends tonight. We will follow other programs with interest as the different groups examine their responsibilities to our young people."

A tape recorder is an extremely useful piece of equipment in a school. A class lesson, a talk, a group discussion, a dramatic production, a few sentences can be recorded and immediately played back for criticism and correction. The tape may be used over and over, the previous program being easily wiped off. On a program consisting of many parts, one part may be picked up at any time and combined with the others and the whole edited

after all have been recorded. The tape is readily cut, a piece taken out, and the parts taped together again. In preparing radio programs, the whole program may be put on tape by the portable tape recorder at the school and taken to the radio station to be played. This makes transporting large numbers of pupils to the radio station unnecessary and it also permits "proofing" of programs before they go over the air.

Various types of radio programs have been arranged by schools throughout the state, such as "Youth Forum of the Air," "Junior Town Meeting," "School Newscast," school dedications, "Schools Report to the People," "Report of Education," class lessons, music programs. Out of these experiences have developed a series of generalizations and guide lines which will prove helpful to anyone working in school-community relations.

GUIDE LINES FOR ACTION

Make the acquaintance of the manager of the radio station in your community. Help him to understand the schools.

Public Service Time. Ask for some of the station's free public service time to tell your school story to the community. Bring in local leaders on the programs, in panels or discussions; this will help build the listening audience.

Program. A regular weekly program, same day, same time, over a period of weeks, say thirteen, will build up a larger listening audience than occasional presentations.

A public relations radio program is more effective when community members are invited to discuss with teachers the needs of children and their instruction. Objectives and methods should be described by teachers in such a way that listeners understand and are stimulated to intelligent thinking and study. They should be made to realize that educators are continually improving their methods of educating the whole child and that the community has a part to play in considering how best the needs of the child may be met.

Be sure the program is a good one, well prepared and written. Better no program than a poor one. A program is good when

three groups of people are satisfied; the listeners, station personnel, and the school staff. Test production by playing the tape for a critical audience before airing.

Scripts. Write conversationally, informally, the way people talk; then they will listen. Be natural, not too wordy. Beware of monotony. Remember that you are not making a speech; you are talking with one or two people in the living room. Be personal.

If you are doing a series of thirteen programs, have at least six scripts prepared and approved before you go on the air for the first program of the series. This is especially true of a large station. With smaller companies such detailed pre-planning is not necessary.

Timing. Always be on time. Have all participants there at least 15 minutes before starting time. Get on and off the air on time. Arrange with participants for tentative cuts and signals if time runs out while on the air. Be sure each person understands his responsibility. Profit by help and instruction in production given by station personnel. Programs have been dismal failures because of teachers' refusal to use techniques suggested by the station. They know their business, while teachers are using a new medium and should accept the advice of experienced technicians.

Time Selection. If given a choice of broadcast time, consider the type of listeners to be reached, competition for listening audience on other stations at same time, and size of audience to be "inherited" from preceding program or picked up from following show.

Announcements. Write short announcements of American Education Week and Public Schools Week and ask the station to air them during the week. Make these short and snappy. On school programs a child may invite parents to visit the school. Time spot announcements very carefully with a stop watch; a 15-second "spot" allows 20 to 25 words; a 30-second "spot," 55 to 60 words.

Station Contact. In small stations, the school assumes all responsibility for planning, script, production, and writing continuity for all shows originating in the name of the school. In larger stations, a staff producer will take over the production job. All other responsibilities rest with the school. In preparing scripts provide at least four scripts beyond personal and performer's needs; the extras are for engineer, producer, announcer, and station files.

When bringing students in for musical numbers secure about two hours of station time for practice and getting "the feel of the station," for dress rehearsal, ironing out "bugs," and production. All music and literary works used must be "cleared" by submitting title, composer or author, and publisher to the station; do this several weeks before program. This, again, applies especially to larger stations.

Publicity. Handle publicity through circular letters sent home by the children, notices in the local paper, and "plugs" on radio "station breaks" during the day of the program.

The California Congress of Parents and Teachers has a series of transcriptions, "The Inquiring Parent," in which a child's adjustment in the home is considered. Such topics as "Parents Through the Eyes of Teen-agers," "Popular and Unpopular Children," "What Can Father Do?" and other pertinent topics are discussed. These programs run for 15 minutes and can be presented over a radio station or by the use of transcriptions on a playback machine. The series may be secured by writing Mrs. Robert Bogen, Chairman of Parent Education, California Congress of Parents and Teachers, 4350 Russell Avenue, Los Angeles 27, California, or to The Parent Education Radio Project, California Congress of Parents and Teachers, 608 Occidental Life Building, Los Angeles 15, California.

Radio today plays a vital role in American life; it offers the school a rare opportunity to present its case to the public and gives educators a chance to take a leading part in co-operation with local leaders in solving community problems and developing worthwhile school-community relations.

THE PRESS BRINGS THE SCHOOL CLOSER TO THE COMMUNITY

NICHOLAS E. WYCKOFF, *Public Information Officer, California State Department of Education*

RHYTHMS AT BLUEHILL

The Problem

A moderately prominent story on the front page of the *Bluehill Evening Courier* appeared very prominent indeed to the district superintendent of schools as he read it just before dinner. It diminished his appetite.

SCHOOL OFFICIAL HITS ELEMENTARY RHYTHM PRACTICE

Too much of the Bluehill elementary school budget is going into things like phonograph records and colored paper for recreation-type classroom work.

This charge was made to a *Courier* reporter today by School Board Member Henry C. Perry, who last night met with the Bluehill Board of School Trustees for the first time since his appointment by the County Superintendent to fill the unexpired term of James Graham, resigned.

Board Member Perry last night voted against approval of a request by District Superin-

tendent Joe Young for a collection of phonograph records to be used in primary grade rhythm instruction.

When called on today for comment on his vote, Mr. Perry stated that he thought it would be better to increase expenditures for instruction in reading, writing, and arithmetic. He said, "I understand that rhythms are supposed to help first and second grade teachers establish better co-ordination among pupils. I don't see why a little more discipline wouldn't be more effective."

The Board approved the purchase of the phonograph records over Mr. Perry's negative vote. It also approved the employment of an additional first grade teacher for next term.

What was done about it?

First, some thinking was done by Superintendent Joe Young. He recognized that he had neglected some elementary steps in the common-sense public relations he believed the school should maintain. He had met the new board member before the

meeting, but had not invited him to visit the school nor reviewed with him the elements of the school's program.

It was a long time since he had called on the editor of the *Courier* for a chat about school business and the school program. Of course, he hadn't had time lately to "sandwich" those activities into his days but, on the other hand, he had long ago included such moves in his "must do" agenda.

Being careful not to act under a sense of indignation, injury, or persecution, he proceeded in the next few weeks to take the following steps:

1. He invited the new board member to visit the school and to sit in some elementary classrooms briefly. He was given the opportunity to see the children working in manuscript writing, in reading, and in counting with an abacus and an odometer. Mr. Perry confessed that he would watch the mounting mileage figures in his own speedometer dial with a greatly renewed interest, in the future.
2. He proposed to the Board that a combined first- and second-grade rhythms group be permitted to travel to Goldhill, the neighboring district, where a spring institute would be held. The request was approved.
3. He told the *Courier* editor about this project. A picture of the rhythms group in action, with some comments from Miss Holly, one of the teachers, appeared in the paper.
4. He arranged a prominent participation in the Public Schools Week program by the rhythms group.

The result of these steps, which fitted into normally busy days as part of the day's business, was not to be observed in any enthusiastically friendly headlines, editorials, or bursts of popular acclaim. But Superintendent Young drew a sense of confidence from knowing that the people in the community of Bluehill were having adequate opportunities to learn something about various aspects of the program of the school. The pleasure people took in the performance of the children in their rhythms group at the Institute and in the Public Schools Week program was a nice thing to hear about.

One important gain for the school from this incident was the experience it gave the Superintendent in dealing with misunderstanding. He could not avoid observing how quickly a viewpoint based on lack of information may spread. The rather mild experience in this case was a warning that prompt correction of misinformation is the best preventive of a widespread misconception.

FORECASTING AT ORANGEHILL

Another story shows school, press, and community working together to achieve a community objective.

The Problem

The elementary schoolhouse at Orangehill was overcrowded. The school board was one that had been in office a long time and remembered a similar condition in the years before the war. On that occasion the board had been about to authorize an election for school bonds when the school population sharply declined. Mindful of that experience, the board was hesitant to act in 1950, even though it was faced with the necessity of authorizing some double sessions, or increasing class size to forty, forty-five, and more.

The problem of the elementary school principal, who was also in this case the teacher of the eighth grade, was to determine the number of enrollments to be expected in the next few years and to let the board and the community know the facts.

The principal also faced the equally important problem of integrating the community life with the curriculum in a meaningful way.

What Was Done About It?

Interest of the eighth-grade pupils had been aroused by the nation-wide anticipation of the 1950 census. No group in the community was better acquainted with the preschool population of the community than the eighth-grade boys and girls. No group could care more about the future of the school than these children themselves. Principal and pupils agreed that a sound project

for their eighth-grade study of government would be a preschool census of the community.

The project advanced by these steps:

1. A preliminary study of town and district maps was made.
2. Principal and children co-operated in devising forms that would elicit the needed information.
3. Methods of approaching the householders of Orangehill were discussed. Courtesy and efficiency were emphasized. A letter indicating that the project was approved by the school was prepared for use in case a householder might doubt the authenticity of the project.
4. The district was divided into areas. Students were appointed to committees to cover certain areas. One committee was appointed to telephone to the farm-dwellers who lived some distance from the school.
5. Preschool Census Day was appointed and finally dawned! The young census-takers of Grade 8, Orangehill Elementary School, presented their credentials, and secured the information they were after. The greater part of their mission was done before noon, but some of the work continued into the afternoon. Rechecks were made on the returns, and such calls as were needed for clarification were made after school or the next day. Presently the class was convinced that every preschool child in the district had been accounted for.
6. Tabulation continued through three days. Lists of the preschool children were made by age, so that those of proper age for entering school in specific years could be grouped together.
7. The concurrent study of graphs in the arithmetic class gave the class the opportunity to present their important and interesting information in graphic form. Mechanical drawing was another element of the curriculum that came into action.
8. A decision to compare present enrollment trends with those of the past 30 years brought a more complex but strikingly interesting statistical element into the subject. Old attendance reports were taken from the files and examined with the keenest interest. Names of parents, relatives, friends were exciting to encounter.

9. The first story for the newspapers was prepared. Pictures had been taken of students interviewing householders. Courtesy, sincerity, and purpose were all evident in the appearance of these young interviewers. A brief story was written to accompany each picture. After describing the activities of the survey, the article indicated some of the learnings involved:

- a. The class put the information into graph form and made it available for public scrutiny.
- b. The interest aroused by the project has led the class into a study of the population trends in the history of their community, state, and country. They are starting a study of the industrial revolution and the westward movement in the United States. The project has also made necessary the use of many new words that will be used to form spelling lists.
- c. Books and documents studied in the project included the following: American histories, the U. S. Constitution, California histories, dictionaries, encyclopedia, geographies, newspapers, magazines, and arithmetic books.
- d. New words in spelling included "statistics," "population," "industrial," "tabulate," "fluctuating."
- e. Skills learned and used in arithmetic included graphing, finding averages and percentages, and map-making to scale.

All three county newspapers accepted the pictures and stories with enthusiasm and gave them front-page space.

10. A second story was written a few days later to accompany pictures of the graphs. It received similar front-page coverage. The graphs indicated a continuing increase in school population for the next few years.

Between the first and second news stories on the preschool census, the school board officially approved the petition for the election that would determine whether the electors of the Orangehill school district would choose to issue bonds in sufficient amount to finance the construction of three new classrooms and a kindergarten room. The election was held before the end of the term. The bond issue had editorial support from two of the county papers and was approved by the electors by a good majority.

The people of the community had faced the facts about the number of children its school must serve. The children themselves had helped to bring about this recognition of the facts, and the three newspapers had helped the children.

The press was only one element in this project. However, as a major medium of communication reaching the whole community, its role was essential. In many communities, the newspapers are ready to give the fullest co-operation to the schools in a community-school project. Two essentials must be present if this co-operation is to be expected:

1. The project must be valid and of genuine interest to the community.
2. The school's work in processing its information for press release must be good work.

SOME PRINCIPLES AND PRACTICES SUGGESTED BY EXPERIENCE

1. The people in press and radio need to know the people in the school and *vice versa*.
2. Some school systems in large communities are able to assign staff people to the regular responsibilities of communicating the school story to the news media.
3. Some newspapers and radio stations in large communities are able to assign full- or part-time staff members to cover the school story.
4. Where neither of these procedures is possible, the school story must still be told. There are many ways of doing it. A weekly letter to the editor from superintendent or principal may be one way. The Board can help. The Parent-Teacher Association can help. The children can help. It is a healthy condition when the elements of the community that *can* help are called on actually to give that help.
5. School officers should take the time to meet editors and keep them informed about trends and problems in the school. Wherever possible they should be treated as allies in working for the best interests of children. Get their ideas.
6. News stories should show how the children are being taught to read, write, and spell by effective methods. One city made the point effectively by running a picture of several school children proudly holding all the books they had read that term.

7. News stories should let the community know about the recent discoveries in child growth and development and in sound curriculum practice. They should let the community see the best in education. Well-told stories of schools meeting the needs of children are good copy.

8. The greatest care should be taken in ensuring neat, correctly-phrased, and correctly-spelled copy for the paper. Failure to do this has been an important factor in turning editors against schools, especially in rural areas.

9. The social activities of the school should not be overplayed in the press. A steady flow of news notes on class picnics, parents' dinners, school club activities and the like, without reference to the educational functioning of the school, may lead elements of the community to think of the school as simply a "recreation spot."

FREEING THE TEACHER TO WORK WITH THE COMMUNITY

STEPHEN L. WALKER, *Dean of Instruction*, and HAROLD H.
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Leaders in education agree that co-operative community-school relationships have resulted in mutual benefits to teachers and parents, as well as to pupils. A major portion of the education of children is the result of out-of-school experiences. The home, the neighborhood, and the community play a most important role in the total pattern of development of children.

In order to educate children wisely there must be a conscious effort toward co-ordination of the influences of all institutions with which the child is concerned. Maximum desirable development cannot be obtained by any one institution in isolation. Therefore, the educational plan must be derived from all the people of the community under the guidance of educational leaders.

The school should be a *community school* and will be one when it is organized for educational purposes on both child and adult levels, and when it undertakes a carefully planned series of activities related to the life of the community. In order to do this, the school should provide the leadership needed for developing programs through which the efforts of all groups can be co-ordinated and brought to bear upon the solution of outstanding community problems. It must work with all parents, social agencies, business organizations, religious groups, and all others who are concerned with community life. At present there is a widespread interest in establishing effective practices for freeing the teacher to work with the community and the home.

In all that is done to improve the child's personal and social living, both in and out of the school, the teacher occupies a

pivotal position for encouraging constructive action, providing outstanding leadership, and taking an active part in the community's folkways and mores.

ANALYZING THE PROBLEM

How can the teacher's load be lessened and how can he be freed to work with the community? This is the pertinent question often asked by the school administrators and community officials who are trying to find a satisfactory and agreeable solution to the problem.

Let's assume that we had accepted a school superintendent's invitation to attend a conference where these basic questions were to be discussed by a group of interested teachers. The Superintendent rose to greet the delegation entering his office. They were exactly on time, and they had come because they thought he could help them. They constituted one of a long series of delegations. The Superintendent had always encouraged visitations by committees and groups and delegations.

This committee looked much like the others. There was the Tall One, followed by the Dark One. Then came the Little One and, last, the Quiet One. After they had been seated, the Dark One spoke first: "Mr. Superintendent, we've come to talk with you about the problem of community-school relationships. You know us all, and you know something about our problem. But we have some information, and some ideas, and some suggestions. We need your help. We're anxious to work with the community because we feel that we can be better teachers if we do. We know that the teachers need the strength that the community can give us, and we want the best kind of feeling and understanding between the community and our classroom. We want to take an active part in community activities. We want to belong to the organizations, and we want to help the city grow."

"And we want to use the resources that are all around us," broke in the Tall One. "If we're to educate children to live here, how else can we teach?"

"Yes," said the Superintendent, "you want to do all the things that create a complete school-community team for the benefit of children, and you do have a problem."

"We have a problem, all right," said the Tall One. "Most of it comes from the fact that there are only so many hours a day, and only so much energy in the human body," said the Little One. "We want to be good teachers, but there's the milk money to be collected, and the orange juice money, and corridor duty, and the Committee for Selecting Art for the County Fair."

And of course that isn't all. Every teacher trying to educate youth is faced with the same problem: too many things to do in the time allotted for their doing. Student councils, school activities, lunchroom duty, yard duty, individual attention to individual problems, and planning for play days all take time. Club sponsorship takes time; record keeping takes time; problems of student welfare take time; and generally this time must be taken from out-of-classroom hours. Few teachers can teach with the right hand and do all these other things with the left hand at one and the same instant.

So there is the problem: classroom teaching is a full-time proposition, and it is added to by all of the other essential parts of a full-scale school program. In addition comes the vital and challenging and stimulating prospect of working with the community for better understanding of children and their needs, better understanding of the problems of the school, better use of available resources, and better carry-over of education into adult life. All of that—and where is the time to do it?

The Superintendent listened carefully, making notes from time to time. Occasionally he chipped in a bit, adding evidence from his days as a classroom teacher. Finally he said, "It seems to me that we have reached two or three conclusions. Perhaps I can summarize them. First, we agree that a real program, designed to cement relationships between the schools and the people of the community, is thoroughly worth-while. Secondly, we agree that at least the five of us want to engage in a program designed for that purpose. Thirdly, we agree on the basis of

abundant evidence that teachers are already extremely busy with other necessary parts of the educational program."

"And that they don't have time to get to the community," added the Quiet One.

"Now," said the Superintendent, "we can't leave it there, of course. You and I need to see what we can do about the problem. It seems to me that we can talk about two things: releasing teachers from some of their duties so that they can take part in working with the community, and organizing things in the schools so that we can make teachers most efficient. Maybe we should tackle that second point right now and come back to the released time idea after a few minutes."

IMPROVING TEACHERS' USE OF REGULAR SCHOOL TIME

"I'm pretty sure," said the Quiet One, "that there are some basic principles that apply to this matter of efficiency. I've thought about it a bit. Would you like me to mention some of these principles? I know they are not complete, but it might be a starter.

"First, I think that we all feel that the teacher has a double responsibility. He has a responsibility to teach in the best possible way, and a responsibility for working with the community and its many different groups. More and more in the past decade, the public schools have been looked upon as the hub of community life. As this becomes increasingly true, additional responsibility falls upon the shoulders of the teacher as a part of the local community. This condition is apparent since the end of World War II. Not too many years ago, the school and the teacher were isolated from the community. Too many times the teacher working under these conditions was regarded as a recluse who never left the classroom.

"Another idea that I think about is this: one of the responsibilities of the teacher is to study the character of the community and to be alert to all that it has to offer. This is especially true now that we are working with more than the three R's. Each community has its mores and its folkways, and if the school

is to prepare boys and girls adequately to take their place among their peers, then the teacher must know the community intimately.

"And another thing: one of the main objectives of education is to enable children to become desirable members of society. To attain this objective, the teacher must build upon the interests of the children, and these interests can be found largely in the community's activities. The teacher who sits back with folded arms, criticising, learns nothing—and he can't expect to teach citizenship well. The teacher must build upon each child's foundation as it has developed in his immediate surroundings. It's hard to build new interests, and much surer and easier to begin with the present interests and develop them. In this way the teacher can make classwork a part of community activities.

"That ought to be enough. Maybe we can go on from there."

SELECTION OF ACTIVITIES

On from there—and what emerged? The committee agreed in general with the principles as they had been stated, and then developed an impressive list of ways in which teachers could use their time wisely in engaging in community activities. They endorsed the idea that no teacher should try to work with too many civic groups. The Dark One said, "I think that I can be a better teacher by limiting my community activities. I work hard all day, and I just can't be away from home every evening. I've been a member of the Eastern Star for several years now, and I think that my friends look upon me as a representative of the schools. But when the Girl Scouts asked me a while ago to be leadership training chairman, I said no! I think I'm a better Star than a Scout, and I'm afraid that I can't do justice to both."

Everyone agreed that a teacher should work with the civic group or groups most closely tied to his own interests and likes. The schools should be well represented on the Chamber of Commerce, for instance; but not everyone in the school system is capable of representing them well with that particular group.

Another accepted point was that nobody should be forced to work with any community organization or group. Some teachers can be more effective in carrying on other aspects of a school-community relations program. Any attempt to see that every teacher is actively engaged in civic group work may result both in frustrated teachers and poor representation.

The Superintendent pointed out the fact that teachers may increase the effectiveness of their community activities by working with those agencies and groups that are serving constructive purposes, educationally, socially, or culturally. In communities where many groups are active, school personnel should choose the ones that have objectives most closely approaching those of the educational system.

One of the group pointed out the fact that many teachers can carry on effective programs in regard to the community entirely through work done in their daily classroom procedures. Well-chosen and well-planned study trips strengthen understanding of the community as well as build appreciation and agreement between educators and the public. Advisers and consultants, wisely chosen to visit classroom projects, can add friends to the school. Advisory committees, resource committees, and other groups can, if thoughtfully selected and carefully utilized, strengthen understanding and mutual confidence.

The final point was made in connection with the preparation of teachers for activities of this sort. All agreed that some training program should be developed to teach faculty members the most efficient ways of working with the community.

RELEASED TIME FOR COMMUNITY ACTIVITIES

One final problem remained before the meeting was adjourned. That was one which troubled every member of the committee. How could teachers find time to work with the community? The need for such work was accepted; all agreed that efficiency in methods would help; but what could be done beyond that? Could extra time be found? How could this problem be solved?

"I've recently made a little study of this matter," stated the Tall One, "and I find that most school systems are as badly off as we are. I wrote to 75 superintendents in the state, asking what measures they took to free teachers for work of this sort. Almost without exception they wrote back and said that they carried on some school-community activities, and that they recognized the problem, but that they were doing nothing about releasing teachers from other duties."

"I think that's a pretty fair picture," said the Superintendent. "I've found the same thing in talking with people I know."

"But it doesn't help with our problem," said the Little One. "It seems to me that we'll have to look in a slightly different direction. We all know that business and industry free certain people to work in public relations, and I'm sure that it is just as important, or more important, to us."

"Not only that," chimed in the Dark One. "The schools throughout the State are providing faculty members with released time, but it's time to work on other problems. It's a matter of relative importance. A friend of mine wrote his dissertation on procedures used in curriculum development, and he found that many ways may be used, and are used, to provide time for research work, for writing, for editing. If curriculum development is important enough to get this help, isn't a public relations problem of equal weight?"

The Superintendent perked up and said, "Of course, there is a difference in degree which we must recognize. Curriculum development is a problem of every teacher, but much of the detail work is done by a small group."

"And what is the difference?" asked the Little One and the Dark One in unison.

"Hmm," said the Superintendent. "And then there is the problem of cost. The Board of Education doesn't go for much added expense."

"How important is this matter of public relations?" asked the Quiet One.

"Well," said the Superintendent, "lets see how time is released for work in curriculum development."

The list grew rapidly. Some school systems pay for substitutes for a day, a week, or two weeks at a time, for teachers who are actively engaged in curriculum development. Some pay teachers to work individually or in workshop groups during the summer. Some give teachers one or more free periods a day over a period of a semester or a year. Some lengthen the entire school year to provide time at the beginning of the fall semester for consideration of curriculum projects and problems. Some release a small group of teachers from their teaching duties for a year at a time to develop an important guide, outline, or bulletin. Often a school system provides occasional school days of minimum length so that teachers can meet on curriculum problems. Occasionally a teacher may be given a lighter class load. Student help is often provided for teachers most actively engaged, and in many school systems those faculty members who are most consistently engaged in curriculum development are freed from yard duty, lunch-room duty, and other similar assignments.

The Quiet One summed up the discussion pretty well when she said, "If time can be found for one activity, it can be found for another. It seems to me that it depends upon our idea of what is really of greatest importance in the lives of the children whom we guide."

The rest of the group agreed.

Further study needed. Much careful study will be necessary before it is possible to arrive at a satisfactory plan for freeing the teachers to work with the community. Many extensive research studies must be carried on. School principals and supervisors can contribute to this solution by studying the problem of releasing the teachers to work with the community in their own schools, and reporting the results so that others may profit from their experiences.

PRESERVICE EDUCATION IN SCHOOL-COMMUNITY RELATIONS

JEAN D. GRAMBS, *Assistant Professor of Education,
Stanford University*

WHAT IS THE PROBLEM?

"It's all very well for you to talk about developing better school-community relations," said an elementary school administrator. "My problem is to find teachers who can actually be effective in such school-community projects." A mother commented, "My boy has been a teacher for three years and when I asked him if he were making any use of the community in his teaching, his answer was that he just didn't know how—but it was a good idea!" Such comments are of course to be balanced by that of the new teacher who said, "They told me at college that I should use community resources in my unit on local history, but I now find that the principal won't let me have the bus to take my class to see the old mill down the road."

Programs are now under way in the teacher education institutions of California to help teachers work with their communities. These programs are relatively new, and are not to be found in all of the colleges of the state. It is important that those who see the need for teachers better qualified in developing sound school-community relations work co-operatively with the colleges in developing the kind of preservice education that is wanted. The fact that such training facilities are now available may be news to administrators, supervisors, and teachers; if so, this is a measure of the lack of joint planning in setting up such programs.

It is apparent that only those active in the school field can properly evaluate the effectiveness of any kind of training. Do the new teachers actually put into practice the kinds of recommended procedures that were part of their preservice training?

If not, where does the difficulty lie? Are the college courses too general and theoretical? Are the schools able to provide for teachers the environment in which use can be made of the skills developed in college? These are important questions. The college faculties and the personnel in the field need to seek answers together.

WHAT IS BEING DONE?

1. *Students study and serve the community*

"Where's the textbook?" The students in a required course in one of the teacher education institutions of California find themselves thrust into a new experience. Their textbook is the community.

In this course, only half of the class time is spent on the campus. The rest of the time the students work in small groups exploring a community problem or gathering community data in an area of their own choosing. "Group work!" cry the students in horrified tones, "Why, I have never worked in a group before. I know I do my best work alone." The instructor points out the basic need for effective group skills. Not only teachers need to be able to work as team members; children, housewives, clerks, carpenters are all involved in group activities. Even more important, teachers need to be able to guide their own students in successful group experiences in the development of the skills for adequate community living. Some students resist this new kind of course; others are enthusiastic. The initial resistance to both group activity and community study is a measure of how individualistic and book-centered our educational processes are, particularly on the college level. The students need sympathetic assistance in overcoming this inheritance so that they may learn how rewarding group and community study can be.

What are the projects in which students engage? Several years ago it was customary for students to study the community in terms of some broad area of social need—recreation, family life, minority problems, consumer education. The students objected to the dead-end they seemed to reach. Information was

gathered but nothing was done about it. The students realized that learning that did not eventuate into some kind of action was only of limited use.

One university recognized the need for training at the action stage. The local school systems and community agencies were interviewed to see if these groups had any problems that students might study with profit to both. At first there were few such problems suggested. Agencies were not research-minded. School people seemed reluctant to use this resource. However, after a few initial studies were completed by student groups and found useful by the agencies for whom they were done, more requests for student help came in. About three-fourths of the projects now come out of local community problems. For instance, the recreation department of a community wondered if the citizens would support a request for a bond issue to build a new center in a neglected part of town. In co-operation with the recreation director, ten students analyzed the problem after considerable background reading, prepared and pretested a questionnaire, interviewed a sampling of 200 residents, and then summarized and interpreted their findings. In addition, specific recommendations were made regarding the role of the teacher in relation to this kind of community problem, and this kind of community study. The recreation commission is now studying the report and a second group of ten students is conducting a follow-up study in another part of the community. And the students? They unanimously felt that they had gained an unusual insight into an aspect of community life, had learned some important skills of community study, and had themselves felt the reality of this kind of community education.

Other groups have built resource files for elementary and junior high school teaching units. One group is working on a handbook for the parents of new students in the local junior high school. The students are questioning a sample of parents of sixth-graders and parents with children already in the junior high school to find out what the first group would want for their children in junior high, and what the second group wished they

had known! When the study is finished, the school department will have an objective guide in writing the handbook, and the students will have learned a great deal about parents' attitudes towards school. Another group is working on voting and registration patterns of people in minority groups to help a local agency determine what the need may be for specific voting education in this area.

The students are, naturally, somewhat scared about gathering their material from living sources. They have been given the safety of the book for many years! When the groups are about ready to go out into the community to interview local leaders, parents, or YMCA youngsters, to pre-test a questionnaire, or to talk to store managers about job opportunities for Negroes, some preliminary preparation in interview procedure is vital. Sociodramas have been found to be a valuable training technique. One student takes the role of an agency director and two or three others try to obtain from him some of his opinions. The class will hear three different students interview the same person and obtain different results, different facts. Similarly, as the groups flounder through the initial phases of becoming groups, sociodramas are again used. Group roles are assigned to several students. A typical group problem is presented and the ensuing discussion, carried out before the entire class, illustrates the problems in group thinking.

The teacher-education institution itself benefits from this program. It is good community relations. Local leaders speak favorably about the students who come asking questions that show seriousness of interest and purpose. Likewise, local agencies are appreciative of the service the students can render, and are more willing to lend their support to the over-all program of the institution.

2. *Students participate in community agencies*

Another way in which students in the teacher-education institutions are helped to gain a picture of the community setting and the agencies that serve youth is through assigning individual students for varying lengths of time to serve local groups.

In one college, the student is required to work for fifteen hours with the youth-serving agency of his choice. Such agencies include Boy Scouts, Girl Scouts, YMCA, Recreation Department and Welfare offices. The experience with the agency is correlated with a social foundations course where, under the guidance of the instructor, the students are helped to see the larger social and educational implications of their individual experiences. In another training program, the students are asked to serve for one quarter as a leader or assistant leader of a youth group in the community. This experience is then tied into a course devoted to developing more effective classroom methods and classroom leadership, as well as emphasizing again the role of the larger community in the education of the child.

GUIDELINES FOR ACTION

1. Experience in meeting community needs has a definite place in the college curriculum.
2. Community experiences need to be related to the students' later classroom activities. The gap between what the student has learned and what he can do, as a teacher, to guide others in similar learnings must be bridged. Student-teaching is the ideal place to do this. Explicit practice with good school-community relations is an important part of the learning needed by the teacher-to-be. Schools where student teachers are placed have a special obligation to provide the kind of environment where the student-teacher will be able to try out the best practice in school-community co-operation.
3. The value of community study and participation is increased when students work in groups. Group skills are an important asset for the teacher in community work, and such skills may well be learned best where there is opportunity to see the relation between classroom learning and community life.
4. Community resource units and community resource files should be built by all students. Relating community resources to teaching content and building a file of various kinds of available resources is an important activity for preservice

teachers. Having a central file of such resources, gathered by the students themselves for the use of the student-teachers in nearby communities, is the way one university aids the students in using such resources in student-teaching for later carry-over into the field.

5. Students must be given guidance in diplomacy. They need help in learning to listen, to observe, and to understand just how far and how fast one can move ahead in any given area. A certain amount of courage is a prerequisite, since any education process that gets into the main stream of life will always arouse some adverse comment. Students, however, are apt to be brutally frank in their evaluations, and may thus unwittingly offend well-meaning community leaders. The college teacher must be keenly aware of such dangers and provide the training needed.

6. Practice in working with parents is needed. Skill must be developed in conducting classroom visits, teacher-parent conferences, and all other contacts with parents. As a vital emphasis in better school-community relations, this area needs increased attention on the preservice levels.

7. Administrators, too, must be educated. Not only in the education of teachers but in the preparation of administrators there must be extensive discussion of school and community, with the broadest possible definition being given to public relations. The preceding guidelines apply to the education of administrators and supervisors as well as to the education of teachers.

PROFESSIONAL GROWTH IN SCHOOL-COMMUNITY RELATIONS

JEAN D. GRAMBS, *Assistant Professor of Education,
Stanford University*

THE NEED

Effective teamwork with the community starts with effective teamwork in the school. Under the leadership of alert administrators, the school program may move ahead rapidly. But goals too far beyond the present experience or thinking of the school faculty are doomed at the start to remain unrealized. Many fine proposals, starting from the top down, have fizzled out because the teachers were not ready, not interested, not skillful enough to implement even the most carefully conceived program. Opportunities for continuous professional growth are prerequisite to and go along with every effective school-community program.

What do we mean here by continuous professional growth in school-community relations? Actually, any group consideration of the school's program—whether it be the instructional aspects, the guidance program, public relations, or curricular revision—creates an opportunity for professional growth because the purpose is to solve a problem that the group recognizes as important. The "let's move ahead together" idea is fundamental to sound programs of group study. Leadership typically comes from the administrator or supervisor. However, the parent-teacher association, the state teachers' association, a faculty study group, or some other such group may sponsor an educational program for the educators of an area.

WHAT IS BEING DONE ABOUT IT?

1. *The California Teachers Association Conducts In-Service Workshops*

"How can those most deeply concerned with school programs improve their relations with the community?" This broad

question has been the theme for a number of conferences throughout the state. A typical conference starts about four in the afternoon. To it are invited the local school faculties, administrators, parent-teacher association leaders, and members of the board of education. A majority of the participants generally are classroom teachers.

The theme of the conference is set by a short address during which the broad objectives of the conference are outlined. These objectives are determined in large part by local needs and interests, centering always on how the school may do a better job in working with and for the community. Then the conference breaks up into smaller work groups in terms of the basic problems for discussion. Several sections will consider home-school relations specifically. The problems and techniques of school public relations will be discussed.

Then the conference reconvenes for dinner, where a speaker brings to the group the experiences from workshops held in other parts of the state. After dinner the sections again meet for another two-hour period.

What are the results? "Well," said one California Teacher Association spokesman, "You don't change people over night and produce community results on short notice. However, we have noticed more awareness of the whole problem of school and community."

The most practical immediate results of these workshops are the formation of local public-relations committees to accomplish some immediate local objective in bettering the co-operation between the school and the community.

Another interesting outcome has been the emergence of local leadership. Where at first the California Teachers Association officers provided the main leadership, it is becoming more and more possible to find adequate local leadership among alert school people who can help the section meetings come to sound action proposals. As more and more participation occurs within the workshops sections themselves, greater total satisfaction is achieved.

2. *A School Orients New Teachers to the Community*

One school district found itself faced with a problem all too common in California: fifty per cent of the coming year's faculty would be new teachers. This was due not only to the fact that schools were expanding, but also to the rapidly shifting population pattern at the end of the war which had taken many teachers out of the district. What could be done about it? It was decided that all new teachers needed a special introduction to the system and to the community. This introduction should serve three purposes: (a) To present the school philosophy and its program; (b) To provide a guide to the community; (c) To help set a standard of good instructional procedures.

A handbook was prepared that was sent to all incoming teachers early in the summer. This was designed to give them ample time to make plans, to think about the new situation, and to develop questions to ask when they arrived in town. Ten days before school started, a letter was sent describing the best ways of getting to the community, listing possible places to live, and giving other personal information. When the teacher arrived, transportation and assistance in finding a place to live were given freely.

Then a series of meetings was arranged between the principal and the new teachers. These started the week before school opened. In these meetings, school routines and practices were discussed in detail. The series concluded with reports on the community given by civic leaders. They gave information regarding facilities for recreation, education, and social life.

GUIDELINES FOR ACTION

The following guidelines are not unique to educational programs for teachers; they are the procedures which apply to any situation where a group wishes to work together to solve problems. In building better community awareness, the development of group skills and the acquisition of factual knowledge of the community should be stressed.

1. Use the problem-solving approach. Ask teachers: "What is our most pressing problem at the moment?" It is hard to conceive of any important school problem that cannot be more easily solved with a better understanding of the community.
2. Provide for active participation. Professional growth involves action; each member of the group needs to be given an active role in the problem solving. This does not mean that everyone always talks all the time, but everyone should have a chance to talk many times.
3. Allow plenty of time for conference participants to describe their successful experiences. Any teacher will, in some small way, be making use of the community, be particularly informed about some aspect of community life or active in some community activity. Starting with this premise, the chairman of the group will find that, as each person obtains recognition for his effort, he in turn will be more receptive to moving into some further activity and expanding his point of view.
4. Let teachers find the facts. If it is hoped that teachers will use more community resources in teaching, the program should allow opportunity for teachers to go out and survey the community in teams of two or three. "Will the community support the new school policy which we are proposing?" is a good starting place for finding facts about community opinion. Let the teachers themselves be the opinion seekers. Such action-research is a potent force in producing new insight and new behavior.
5. Let the group that finds the facts evaluate their implications. Do not let the facts lie dormant. One team of teachers may report, "We found that one of the major complaints of the fire department is that when we come to visit we don't give them enough warning." Then there must be a follow-up—"What should we do about this?"—and a plan of action should be accepted by the group.
6. Refer to experts—but with care. Each community is unique. Developing a sense of belonging to *this town, this neighborhood, this district* is essential to good school-community

relations, but often outside experts interfere with developing this point of view. Experts are needed for assistance in methodology of community study, in application to instructional procedures, and in showing how other community programs have worked. Experts are valuable as sideline coaches, not for carrying the ball.

7. Build a continuing community-resource file. This is a good beginning for an in-service education program; its continuance and use is a guarantee that the research gets translated into action.

8. Get the other person's point of view. Talking about the community—even becoming active in community affairs—may not be very meaningful because teachers are often insulated by the "school" approach. Through the use of sociodramas and role-playing, teachers learn to look through the eyes of others. When schools are under attack, when parent-conferences are to be instituted for the first time, when school-community committees are to be set up, several sessions of role-playing—*becoming* the other person in the expected situation—will tremendously increase insight and skill.

9. Include members of the community. As soon as possible, various interested individuals from the community should be included. Then the idea of teamwork is demonstrated through actual practice rather than as a remote idea. When we ask, "How can we work with the community?" members of the community should be there helping us answer the question.

10. Make a special effort to introduce new teachers to the community and help the community meet the new teachers. Teachers often feel that it takes at least two years to feel at home in a new school. New teachers need special help in learning about community resources, community attitudes, and community leaders. They should be encouraged to become participants in appropriate and socially significant community activities.

11. Recognize that working with the community means changing many old ways of thinking. In any program directed

towards more effective school-community relations one must be aware of old habit patterns that may be challenged. Resistance to change is a human trait. Using the community in teaching may mean serious upheavals in the usual classroom procedures for an individual teacher. Talking to parents may involve new personal challenges. If requests for change appear to come from the top down, resistance may appear to sabotage the program. Where the group that is going to change is itself the unit that decides upon the change, then it is much easier for any one person to adapt to the new ways of behaving that the group decision requires.

WHAT HAS THE PUBLIC A RIGHT TO EXPECT FROM THE ELEMENTARY SCHOOLS?¹

Mrs. MORRIS B. CANTLEY, *Rialto*

Before I discuss what the public has the right to expect from the schools, I wish to say that I think schools have the right to expect certain things from the public. You have the right to expect that we provide money—enough money for adequate buildings, salaries, and school supplies. You have the right to receive respect, appreciation, and active co-operation from the public. We should provide healthy, well-cared for, loved children who come to school without the nervous tensions created by overdoses of radio, comic books, moving pictures, and television.

As educators you are very important people; because you are important the public expects a great deal of you. There are three groups which I wish to talk about: the educators, the children, and the public.

First the educators: I have heard parents say in conversations, "My child's principal does not agree with this new education." Some of the parents are vaguely pleased (if they are the 3R-and-nothing-else people), but many are perplexed and feel insecure. It is necessary, it would seem, for all educators to be headed in the same direction. The parents should not have the feeling that the educational program is only halfway supported by the school administrators. The public should see a united front; then they will have confidence in the school program.

None of you would quarrel with the fundamental idea of teaching democratic living, but lip service is not enough. All parents have the right to receive fair and impartial treatment of

¹ This address was delivered at the meeting of the Southern Section of the California School Administrators Association, held in Riverside, February 25, 1950. It is most appropriate that a *Journal* series dealing with school-community teamwork be concluded with this statement by a representative of the second part of the team.

their children, regardless of their race, color, creed, or financial position in the community. There is sometimes a tendency to be more lenient with children whose parents are prominent in the community. Teachers and principals should be accessible, and all parents should be encouraged to present any problems which they have and be assured of a friendly, honest, and understanding reception. Many parents have a hold-over of fear because of their own childhood experiences in school. Through friendly contacts with you they will find out that the schools of today are not like those of yesterday.

Secondly, the children: It is so obvious that you realize the importance of teaching children the fundamentals that one wonders at the hue and cry. There seems to be a common misconception among parents. Many of them think that the school program is an "either-or" situation—that you either teach fundamentals or you have a strong, enriched social studies program. The children in our neighborhood seem to be more interested in reading when they have had some vivid experience in their social studies.

One hears constantly, "Our human relations have not kept up with our scientific advancement." The early years of childhood at home are extremely important in teaching human relations, but as the circle of experience widens, the school has opportunities that the home can never have. Think of the many, many people who come under your influence! You must be experts in human relations.

Democracy in essence is self-discipline and self-criticism. Children cannot learn either of these under an autocracy. They cannot learn either of them by sitting in their seats all day parroting answers back to the teacher. They cannot learn to live democratically in a school where any racial prejudice or discrimination is allowed to exist.

The child must be given an opportunity to participate; he must be accustomed to group activity and group planning so that in his future life his individual advancement will be made in an

ethical manner and the community welfare will be advanced by well-informed, responsible, co-operative citizens.

Children must be taught that there are peaceful ways of settling their differences. If the children of this generation are allowed to grow to adulthood they must not be handicapped because they do not know how to get along with people.

Thirdly, the public: Educating the public is not a simple task. Who knows better than you that sometimes there appear to be only two kinds of parents, the ones who are inert and the ones who criticize. That is only the way it appears. You have a fine nucleus of parents who do want to understand education today, who do back you up, who do appreciate your problems and have faith in you. With this group as a nucleus you should assume the leadership in public relations and by working with them and through them, reach the inert members of the community.

Let us reach the inert group with a flood of information about the school program. A dribble won't do the job. Use all of your facilities. You are a creative, intelligent group. Go to the moving-picture producers with ideas for dramatizing the school, the problems that arise and how you solve them democratically. I have read that producers are crying for new ideas to get away from the bang, bang, kiss, kiss routine. Television could be brought into the school room and could show realistically the contrasts between yesterday and today. Write radio skits showing how the big, bad bully is tamed by democratic school methods, or how the child of foreign background is integrated into the school community. In any event, be guides for our television and radio programs so that they may have the benefit of your experience and knowledge of children.

Let there be more pictures and articles concerning children's accomplishments and activities in our newspapers and magazines. Take advantage of our many organizations and invite them to visit the elementary school, not just once a year and not just for a program, but to see how children learn their reading, writing and arithmetic and how they function in a good social studies program. We have done a better job of selling

nylons and cigarettes than we have of acquainting the public with the needs of boys and girls.

You educators have a fine opportunity to contribute to the harmony of the community because you are aware of the needs of both children and parents. It is up to you to show the public that the goals of home and school are the same. We are both working for the benefit of children. You are aware that there can be no sound educational program unless we work together.

I feel that what the public wants the public will get, but the educators must show the way.

HOW GOOD ARE YOUR SCHOOL-COMMUNITY PRACTICES?

JEAN D. GRAMBS, *Assistant Professor of Education,
Stanford University*

The following brief check list considers some of the major ways in which school and community should work together. How does your school stand?

1. Do the teachers and administrators take an active part in socially significant community organizations?
2. Do members of the community have a vital part in planning the school program? Does this include all segments of the community?
3. Does the school work with others in the community to promote the general welfare in health, recreation, social service, family living, employment, housing, and intergroup relations?
4. Do parents feel welcome in the school? Has every parent visited the school at least once each semester?
5. Do teachers and parents have continuing personal contact regarding the school and home progress of individual children? Are regular individual parent-teacher conferences held each semester?
6. Are teachers thoroughly informed regarding the instructional program and school services in order to work more effectively with parent groups?
7. Are students learning community responsibility through continuing participation in significant community-service projects as an integral part of the total instructional program?
8. Are field trips, community studies, resource personnel from the community used effectively and frequently in order to provide a community orientation for the school program?
9. Do radio and press provide means for understanding school and community?
10. Are those areas of the community which most need to understand and support school programs reached by school publicity?
11. Are teachers enabled to do an effective job of community participation through appropriate administrative adjustments of teaching load, transportation, and conference time?
12. Do new teachers bring needed skills and understandings for effective participation in school-community program?
13. Do programs for professional growth provide opportunity for developing the interest and skill needed for better school-community teamwork?

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Professional Growth in School-Community Relations. Jean D. Grambs. May, 242-47.

Providing for Teacher Growth in International Understanding. Joe A. Apple. November, 122-28.

Public Expectation from Elementary Schools. Mrs. Morris B. Cantley. May, 248-51.

The Radio Brings the School Closer to the Community. Gladys Latham. May, 212-20.

School and Community Plan for Youth. Mrs. Afton D. Nance. February, 147-65.

School-Community Relationships, Symposium on. Helen Heffernan. February, 129-35.

A School-Community Survey. Edward C. Britton. February, 166-73.

Science Experiences in the Classroom, Improving. Earle P. Crandall. August, 48-54.

The Story of Burt. Beecher H. Harris. August, 37-47.

Symposium on School-Community Relationships. Helen Heffernan. February, 129-35.

Teacher-Parent Conferences. Ruth Dodds. February, 186-92.

What Has the Public a Right to Expect from the Elementary Schools? Mrs. Morris B. Cantley. May, 248-51.

World Understanding for Children. Mrs. Helen Cowan Wood. November, 77-121.

Youth, School and Community Plan for. Mrs. Afton D. Nance. February, 147-65.

NEWS NOTES

Basic Deer Management, reprint announced. August, 5.

California School Supervisors Association, Resolutions of. November, 65-72.

Children's books and their use, outline for study of. November, 72-74.

Conservation education, guidebook for, August, 4; materials for, August, 4-5.

Prejudice in Textbooks, announced. August, 6.

Rural Supervisor at Work, The, yearbook announced. August, 3-4.

Symposium on school-community relationships. February, 129-135.

Teacher's views on parent conferences. November, 74-76.

Textbooks and teacher's manuals, adoption of. August, 1-3.

United Nations flag poster. November, 72.

Wildlife Leaflets. August, 5.

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